

1. **Subject:** Social Studies/Language Arts
2. **Grade Level/Course:** Grades 3 - 5 – US History
3. **Title:** Discrimination in America
4. **Alignments:**
 - Standards
 - 8.1.3.A:** Identify the difference between past, present and future using timelines and/or other **graphic representations**.
 - 8.1.3.C:** Conduct teacher guided **inquiry** on assigned topics using specified **historical sources**. (Reference RWSL Standard 1.8.3 Research)
 - 8.1.4.B:** Distinguish between fact and **opinion** from multiple points of view, and **primary sources** as related to historical events.
 - 8.3.3.D:** Identify and describe how **conflict** and cooperation among groups and organizations have impacted the history and development of the US.
5. **Vocabulary:** primary source, secondary source, segregation, discrimination, racism, prejudice.
6. **Objective(s):** Students will identify how discrimination and segregation caused conflict and impacted history.
7. **Essential Question(s):**
 - What is segregation?
 - What role did segregation play in the history of the United States?
 - How does discrimination exist today?
8. **Duration:** 5 – 7 days
9. **Materials :**
 - Library of Congress Primary Source Analysis Tools: [Document Organizer \(modified\)](#).
 - [Photographs of Signs Enforcing Racial Discrimination](#)
 - Video Clip: [Brokaw Examines Discrimination Today](#)
 - Complete documentary available: <http://www.charactersunite.com/video/doc>

Website: [The Rise and Fall of Jim Crow](#)

10. Suggested Instructional Strategies:

1. (Day 1) Distribute primary source photographs - [Photographs of Signs Enforcing Racial Discrimination](#) (one set per group) upside down and graphic organizer - [Document Organizer \(modified\)](#) (one per student). Instruct students to turn over only one picture at a time when directed to do so. Allow time for thoughtful reflection and engage students in thoughtful discovery before instructing students to turn over the next photograph. Continue through the remainder of the photographs.
2. Have students report out observations while displaying one photograph at a time. Suggestion: Display photographs using data projector directly from LOC site or create a power point. Record students' observations/inferences in two unlabeled columns (fact and opinion).
3. Have groups analyze the two columns and identify what criteria were used to place their statements into either column. Guide discussion and thinking as necessary.
4. If the time period has not been identified through previous discussion, have groups Think-Pair-Share: Do these photographs represent the past, present, or future? Justify your answer. Point out that these documents are primary sources and establish why.
5. Define **segregation** (the separation of two different groups of people) and establish these photographs as examples of segregation that existed during this time period. Point out that since people were segregated based on skin color or race, this is also an example of racism. Define **racism** (the belief that a particular race is superior or inferior to another). Explore the definition of **discrimination** (unfair treatment of a person or group on the basis of prejudice) and how it is intertwined with both of these concepts. Use of a semantic map or concept of definition map would be appropriate. Use of a visual thesaurus such as visualthesaurus.com may also help students grasp these rather abstract concepts.
6. (Day 2) Distribute Segregation Anticipation Guide. Have students complete independently. Student will return to these guides at the conclusion of the lesson. Continue to explore students' prior knowledge by asking for other

examples of segregation, racism, and discrimination that have existed throughout history.

7. Share with students that although slavery was abolished following the civil war, new laws were established that treated blacks differently than whites. Introduce the website: The Rise and Fall of Jim Crow. Distinguish that this is a secondary source. Discuss why.
8. Have students access the website and explore some of the laws of that time period. Students should choose one law to record and illustrate.
9. (Day 3) Conduct a museum walk of students' illustrations of Jim Crow laws. Think-Ink-Share: Web – Feeling words associated with segregation, racism, and discrimination. Query- Do segregation, racism, and discrimination cause conflict? Explain.
10. Have students select picture book to read with a partner. (See attached list for suggestions.) As they read, add other feelings to their web.
11. Journal Response: How did discrimination cause conflict in the book you read? What part had the most effect on you? Explain why.
12. Have students report out feeling words from their webs. As they report out, have students write each feeling on index cards or sentences strips. Add them to the museum display.
13. Have students interview their parents: Does segregation exist today? If so, how?
14. (Day 4 - 5) Students share & discuss interview results with their group, then report out to the class. Teacher should record answers on chart paper.
15. View video clip: [Brokaw Examines Discrimination Today](#) or complete documentary: <http://www.charactersunite.com/video/doc> Have students listen for other examples of discrimination that may not have been considered.
16. Students will choose one of the following response activities:
 - Create a poster about “How to Stop Discrimination (bullying) in our School.”
 - Write a poem or song about discrimination.
 - Create a commercial about discrimination (drama or podcast).
 - Write a persuasive essay about overcoming discrimination.

- Research and report about someone who has been effective in ending discrimination.
- Write a plan. How will you “Be the Change that You Seek”?

17. Students will revisit the Segregation Anticipation Guide completing the “After” portion. Discuss what responses they changed and why.

11. Instructional Procedure(s):

W	Students will be presented with a Student Learning Map (Learning Focused Schools) that defines where they are going and why (lesson & unit essential questions). The anticipation guide states that students will revisit the guide to assess growth and learning.
H	Each days segment integrates a strategy designed to <i>hook</i> and <i>hold</i> students’ interest and enthusiasm: Use of primary source photographs in conjunction with an analysis tool; anticipation guide; Think-Ink-Ink Share and sharing interview results.
E	The use of primary & secondary sources exploring segregation and Jim Crow Laws, and video clips will help make students’ understanding real. These experiences will provide students with the background knowledge to <i>equip</i> all learners for success throughout this unit.
R	Inquiry-based learning, anticipation guide, gradual release of information, use of picture books, videos, interviews, journal responses, and classroom discussions will cause students to <i>reflect, revisit, revise, and rethink</i> .
E	Students <i>express</i> their understandings through group and/or classroom discussion, journal responses, concluding and <i>engage</i> in meaningful self-evaluation?
T	Learning Support and ESL students will participate in Preview lessons (LFS strategy) to build background knowledge and present unfamiliar vocabulary. Lessons and activities engage a variety of intelligences and modalities that provide differentiation of instruction. Variations in the level of text/picture books provide accommodations for support and/or extension. Additionally, concluding projects provide an opportunity for students to display their unique strengths, yet allowing accommodations to meet the needs of every learner.
O	These inquiry-based learning experiences are <i>organized</i> so that students move from teacher-guided and concrete activities (analysis of primary

	sources) to independent applications that emphasize growing conceptual understandings. Students expand understanding of discrimination from racial segregation to encompass ethnic discrimination, sexual discrimination, physical disabilities and bullying.
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12. Formative Assessment:

Class discussions, anticipation guide, interview results, and journal responses.

13. Related Materials & Resources:

Photographs:

1. Durham, North Carolina. May 1940.
Jack Delano, photographer.
"At the bus station."
Location: E-5153
Reproduction Number: LC-USF33-20522-M2
2. South Carolina. June 1939.
Marion Post Wolcott, photographer.
"A highway sign advertising tourist cabins for Negroes." [Sign: "Cabins for Colored."]
Location: E-527
Reproduction Number: LC-USF34-51945-D
3. Durham, North Carolina. May 1940.
Jack Delano, photographer.
"A cafe near the tobacco market." [Signs: Separate doors for "White" and for "Colored."]
Location: E-9064
Reproduction Number: LC-USF33-20513-M2
4. Halifax, North Carolina. April 1938.
John Vachon, photographer.
"A drinking fountain on the county courthouse lawn." [Sign: "Colored."]
Location: E-90666
Reproduction Number: LC-USZ62-100414
5. Belzoni, Mississippi, in the delta area. October 1939.
Marion Post Wolcott, photographer.
"Negro man entering movie theater by "Colored" entrance."
[Signs: "Colored--Adm." and "White Men Only."]
Location: E-915
6. Lancaster, Ohio. August 1938.
Ben Shahn, photographer.

"Sign on a restaurant." [Sign: "We Cater to White Trade only."]

Location: F-9063

Reproduction Number: LC-USF33-6392-M4

Reproduction Number: LC-USF33-30577-M2

Suggested Picture Books:

Back of the Bus, by Aaron Reynolds
Bessie Smith and the Night Riders, by Sue Stauffacher
Birmingham. 1963, by Carole Boston Weatherford
The Bus Ride That Changed History, by Pamela Duncan Edwards
Child of the Civil Rights Movement, by Paula Young-Shelton
Finding Lincoln, by Anna Malaspina
Freedom on the Menu: The Greensboro Sit-Ins, by Carole Boston Weatherford
Freedom Summer, by Deborah Wiles
Goin' Someplace Special, by Carole Boston Weatherford
Grandmama's Pride, by Becky Birtha
If A Bus Could Talk: The Story of Rosa Parks, by Faith Ringgold
Marching for Freedom: Walk Together Children and Don't You Grow Weary, by
Elizabeth Partridge
Mississippi Morning, by Ruth Vander Zee
A Negro League Scrapbook, by Carole Boston Weatherford
Night Golf, by William Miller and Cedric Lucas
The Other Side, by Jacqueline Woodson
Remember the Bridge: Poems of a People, by Cedric Lucas
School is Not White, by Doreen Rappaport
Sit-In: How Four Friends Stood Up By Sitting Down, Andrea Pinkney
The Story of Rosa Parks, by Patricia A. Pingry
A Sweet Smell of Roses, by Angela Johnson
This Is the Dream, by Diane Z. Shore
The Watsons go to Birmingham, 1963, by Christopher Paul Curtis
Through My Eyes, by Ruby Bridges
We Are the Ship: The Story of Negro League Baseball by Kadir Nelson
White Socks Only, by Evelyn Coleman

Segregation Anticipation Guide

Directions: Read each statement below and write whether you **Agree (A)** or **Disagree (D)** with the statement by filling in the blank next to the statement. After finishing our lesson, we will revisit the statements and respond to the statements again. If you change any of your answers, be prepared to reflect on why you did so and to support your change.

Before		After
	1. Following the Civil War, blacks and whites were equal.	
	2. Laws treat people as equals.	
	3. Discrimination does not exist today.	
	4. Segregation was only done in the south.	
	5. One person's actions can make a difference in the world.	
	6. All Americans have equal opportunity in the United States today.	
	7. There is no discrimination at our school.	